

УДК 378.091.212:005.963:165.192

PEDAGOGICAL DISCOURSE AS A WAY FOR THE TEACHER'S PROFESSIONAL GROWTH

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***Abstract.** The paper develops some new approaches to classroom activity between teacher and students. The research is based on the analysis of the classroom discourse context.*

***Key words:** classroom discourse, display questions, referential questions, discourse community*

ПЕДАГОГИЧЕСКИЙ ДИСКУРС КАК ОСНОВА МЕТОДИК ПОВЫШЕНИЯ ПРОФЕССИОНАЛЬНОГО МАСТЕРСТВА

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***Анотація.** Стаття присвячена інноваційним педагогічним методикам організації роботи в аудиторії. Дослідження засновано на аналізі дискурсивного контексту в цій середі.*

***Ключові слова:** аудиторний дискурс, довідкові запитання, демонстраційні запитання, дискурсивна громада.*

As we know, there are three important resources of language, such as phonology, grammar and vocabulary. During communication these resources overlap and interact in different ways. This is the discourse where they manifest themselves, i.e. in oral and written texts situated in a given context and satisfying pragmatic expectations.

One of the applications of discourse analysis to classroom teaching is suggestion to advise teachers to record their own tutorial classes or one-on-one conferences with individual students. Certainly, the permission of students is necessary for the procedure. Later it's possible to record classroom sessions if the teachers are experienced in this activity. After that it's recommended to answer several questions. This questionnaire is presumed to raise one's own awareness and examine oneself what leads to changes in discourse patterns, chosen by the teacher during tutoring or group activities in classroom. J. Dobbs suggested such checklist for language teachers regarding the instructional sessions they record:

- The percentage of teacher versus student talking time.
- The rate at which the teacher spoke – too fast/slow.

- The amount of student response time the teacher allowed before speaking again.
- The way you checked the students understanding.
- Your actions when the students did not seem to understand.
- The frequency the teacher gave positive reinforcement – too often/not often enough.
- Allowance of self-correction: when? of what? how often? at what point?
- Did the students initiate a topic or interrupt?
- Did you feel any anger, boredom, condescension, frustration in your own voice?
- The types and percentages of questions the teacher asked – display versus referential [2:24–26].

Display questions are questions to which the teacher already knows the answers whereas referential questions are true questions asked by the teacher because she or he doesn't know the answer.

The example of a display question is when the teacher asks a learner 'What is the past simple form of begin?' In the classroom display questions clearly lack the communicative quality and authenticity of referential questions, but they are an important tool in the classroom, not only for the teacher to be able to check and test their learners, but also as a source of listening practice. One of the first things a beginner learns in English is how to understand and answer display questions.

On the opposite referential questions include quizzes (setting and answering questions), interviews, discussion of work in the class, and posting questions on general knowledge forums. And they can be such as: "Where will you go for holidays?" or "Why are you so cheerful?" [4]

One of the main tasks of the above mentioned questionnaire is to state explicitly what their or their students discourse features the teachers are aware

now. One should understand that there is no “right” or “wrong” way of talking to students.

Dobbs suggests to increase our awareness of how patterns of discourse work. “We should be aware that traditional patterns such as asking numerous display questions or the use or overuse of certain types of caregiver language tend to centralize authority in the teacher and to infantilize and even alienate the students. We should also be aware that asking referential questions, encouraging students not only to learn new information but to teach it... (are approaches that) give the students more opportunity to use their second language, more control over their language learning experience and increased practice with analytical and critical thinking skills” [2:26].

Such pedagogical position is rather popular nowadays and Dobbs takes it too. It means that display questions are not necessary for the students’ language development but referential questions are. I. Koshik concludes that effective pedagogical discourse will be tightly connected with the display questions. That is when the teacher reminds the students of the ideas related to grammar or oratory skill or when she or he is engaging the students into different activities aiming to raise consciousness in them. As we see, not all of display questions are ineffective [3].

The teachers should talk in the classroom paying attention to what actually happens in the classroom. The context of communication should be based on the communicative classroom aspects but not on the outside ones. Some scientists, such as Richard Cullen, reject the approach whereby classroom discourse is compared to naturalistic discourse in order to decide if it is communicative. He thinks that classroom discourse is inimitable, involving promoting learning and the teacher in the dual role of interlocutor and instructor. So, when we are investigating and evaluating classroom discourse, we should do this with reference to the specific nature of classroom-based foreign language learning. There is an evident need for a blend of both display questions, to check understanding and

learning, and referential questions, to encourage the use of more varied and complex language. Certainly, the primary function of the teacher is to enhance and maintain the process of study. Then we should evaluate the pedagogical role of the teacher speaking inside the classroom context and consider it an authentic communication [1:180-185]. Display questions are sometimes very necessary and in that case they construct reasonable communication among students.

Thereby the classroom should be taken into view as entire discourse context in which students study language and with the teacher they become a discourse community. Here one can see some new roles for the students and teachers, the ground for the appearance of discourse community in which the teacher takes a role of an intelligent researcher. Now the teacher should estimate and think over his own behavior and approach, methodology, presentations. He isn't the main figure in the class anymore but one who guides and makes strategies. And language learners aren't passive recipients but active participants which are a bit more responsible for their own studies. In such process both students and teachers acquire personal and professional growth, become more adaptive and positive.

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